

THIRD GRADE CURRICULUM MAP

FIRST NINE WEEKS

LANGUAGE ARTS

2008-2009

3RD - 1ST 9 WKS - LA 08-09 GPS & ELEMENTS	ESSENTIAL QUESTIONS & KEY QUESTIONS	VOCABULARY	STRATEGY/ACTIVITY	ASSESSMENT	RESOURCES
ELA3R1 – The student demonstrates the ability to read orally with speed, accuracy, and expression. (Fluency) The student: a. Applies letter-sound knowledge to decode unknown words quickly and accurately. b. Reads familiar text with expression. c. Reads grade-level text at a target rate of 60 words per minute. d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts.	ELA3R1 (Fluency) a. How do I use letter-sound patterns to help me pronounce new words? b. How can I read with more expression? c. Why should I reread text? d. Why do I need to self-correct when I am reading?	ELA3R1(Fluency) DECODING ACCURACY EXPRESSION FLUENCY REREAD TEXT SELF-CORRECT	ELA3R1 (Fluency) a. Making Words b. Teacher Modeling Repeated Readings c. Repeated Readings Independent Reading/ Paired Reading/Choral Reading d. Model Strategy Repeated Readings Learn Reading Strategies	ELA3R1 (Fluency) a. Teacher Observations, Burke County Patterns Assessment b. Teacher Observations, Individual Conferences specifically noting expression. c. Teacher Observations, Individual Conferences During SSR d. Independent Reading Conferences	ELA3R1 (Fluency) a. Month by Month Phonics, Making Words and Making Big Words b. Self-Selected Books, Teacher Selected Passages c. Reading Strategies, Resources (McKenna) CTW p. 49 d. Reading Strategies Posters (RSR)
ELA3R2 – (Vocabulary) The	ELA3R2 – (Vocabulary)	ELA3R2 – (Vocabulary)	ELA3R2 – (Vocabulary)	ELA3R2 – (Vocabulary)	ELA3R2 – (Vocabulary)

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<p>student acquires and uses grade-level words to communicate effectively.</p> <p>The student:</p> <p>a. Reads literary and informational texts and incorporates new words into oral and written language.</p> <p>b. Uses grade-appropriate words with multiple meanings.</p> <p>f. Determines the meaning of unknown words on the basis of context.</p>	<p>a. How can using new words help me to improve my speaking and writing? Why does expanding my vocabulary enhance my reading competency?</p> <p>b. How can I determine which word meaning is appropriate?</p> <p>f. How do context clues help in understanding multiple meaning words?</p>	<p>ENHANCE COMPETENCY</p> <p>APPROPRIATE</p> <p>CONTEXT CLUES MULTIPLE MEANINGS</p>	<p>a. Word Wall List-Group-Label (sort) Graphic organizer</p> <p>b. Think Aloud Word Wall and Making Words Activities</p> <p>f. Cross-Checking</p>	<p>a. Teacher Observation Vocabulary book to show their understanding of selected vocabulary words.</p> <p>b. Individual Conferences, CRCT Sample Questions Selected response vocabulary with 80% accuracy.</p> <p>f. CRCT Sample Questions</p>	<p>a. Reading Strategies Resources (McKenna) p. 34 Dr. McKenna's Book p. 68.</p> <p>b. Reading Strategies Resources (McKenna) p. 127.</p> <p>f. CTW p. 138, 141-146</p>
<p>ELA3R3 – (Comprehension)</p> <p>The student uses a variety of strategies to gain meaning from grade-level text. The</p>	<p>ELA3R3 – (Comprehension)</p>	<p>ELA3R3 – (Comprehension)</p>	<p>ELA3R3 – (Comprehension)</p>	<p>ELA3R3 – (Comprehension)</p>	<p>ELA3R3 – (Comprehension)</p>

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student: a. Reads a variety of texts for information and pleasure.	a. Why should I read different kinds of materials? How can reading help us to explore and understand our world?	VARIETY MATERIALS COMPREHEND	a. SSR	a. Teacher Observation Individual Conferences	a. Reading Strategies Resources (McKenna)
b. Makes predictions from text content.	b. How do good readers make logical predictions while they read?	LOGICAL PREDICTIONS	b. Predictions Reciprocal Teaching (RSR, pp. 155-159) Anticipation Guide	b. Teacher Observation Individual Conferences	b. Reading Strategies Resources (McKenna) p. 146
k. Self-monitors comprehension to clarify meaning.	k. What strategies do good readers use to help them remember and understand what they read? What does it mean to be a critical reader? How can we tell when we are becoming independent and critical readers?	STRATEGIES COMPREHEND	k. Think Alouds Model Rereading	k. Individual Self-Selected Conferences	k. Reading Strategies Resources p. 127 Reading Strategy Posters
m. Recalls explicit facts and infers implicit facts.	m. How do good readers recognize explicit facts? How do good readers recognize implicit facts?	EXPLICIT IMPLICIT	m. Graphic Organizers to Chart Information	m. Complete a Blank Organizer	m. Basal Reader
o. Uses titles, table of contents, and chapter headings	o. What tools help us locate information?	TITLES TABLE OF CONTENTS	o. Directed Reading Activity (RSR, p. 84)	o. Teacher Observation With Checklist	o. Media Specialist Harcourt Language Book

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<p>to locate information quickly and accurately and to preview text.</p> <p>p. Recognizes author's purpose.</p>	<p>p. How do good readers decide why a passage was written? How can we tell when we are becoming independent and critical readers?</p>	CHAPTER HEADINGS	<p>Reciprocal Teaching (RSR, pp. 155-159)</p> <p>p. Teacher Modeling/ Demonstration During Prereading Segment of Guided Reading</p>	<p>Create a Class Book About Government – relate to SS – Objectives 1,5,&7 –include Title, table of contents, Glossary, & appendix.</p> <p>p. Individual Conferences During Self-Selected Reading</p>	<p>p. Basal Reader</p>
<p>ELA3W1 – (Writing) The student demonstrates competency in the writing process. The student:</p> <p>b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.</p>	<p>ELA3W1 – (Writing)</p> <p>b. How does good organizational structure improve my writing? How should purpose affect writing? Why do we write on a variety</p>	<p>ELA3W1 – (Writing)</p> <p>ORGANIZATIONAL STRUCTURE GENRE AUDIENCE</p>	<p>b. Teacher Modeling Power Writing Focused Writing</p> <p>Personal Narrative</p>	<p>b. Writing Samples</p> <p>Personal Narrative</p>	<p>ELA3W1 – (Writing)</p> <p>b. CTW pp.99-109</p>

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<p>k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.</p> <p>m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.</p>	<p>of purposes? How can we be sure our audience understands what we write?</p> <p>k. How do good writers respond to literature? How do I express an opinion? How do I express a judgment to readers? What are the connections between reading and writing?</p> <p>m. How do good writers use a process to complete a piece of writing? Why do we need to use the steps in the writing process? How can we use the writing process to communicate? Why does our writing need to be clearly organized, focused, and well prepared? How can we publish our writing? Why is publication a</p>	<p>OPINION JUDGEMENT LITERATURE</p> <p>WRITING PROCESS PREWRITE EDIT REVISE ROUGH DRAFT PUBLISH COMMUNICATE</p>	<p>Think Aloud</p> <p>k. Revisit the Five Step Writing Process Teacher Modeling Shared Writing</p> <p>m. Brainstorming, Jot listing, Graphic Organizers, Drawing, Talking to a Partner, CL, pp. 57-58 Power Writing, Paragraph Frames – CTW, pp. 105-109, CL pp.56-60; CL, pp. 66-67.</p>	<p>Begin mock writing in Personal Narrative</p> <p>k. Writing Samples</p> <p>Begin Informational Writing week 6/7.</p> <p>m. Individual Conference During Writing Block Using a Checklist</p>	<p>k. CTW 6 + 1 Writing Traits Harcourt Language</p> <p>m. CTW (Guided Children's Writing/Thinking) The Teacher's Guide to the Four Blocks CL</p>

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	significant part of the writing process?				
ELA3C1 – (Conventions) The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken forms. The student: c. Identifies and uses contractions correctly. g. Distinguishes between complete and incomplete sentences.	ELA3C1 – (Conventions) c. How can I identify and use contractions properly? How can understanding the rules of grammar and usage enhance our understanding of what others are communicating? g. How can I write complete sentences? How can understanding the rules of grammar and usage enhance our understanding of what others are communicating?	ELA3C1 – (Conv.) CONTRATION/S GRAMMAR CONVENTIONS COMPLETE INCOMPLETE	ELA3C1 – (Conventions) c. DOL Mini-lessons During the Writing Block g. DOL Mini-lessons During the Writing Block	ELA3C1 – (Conventions) c. Teacher Observation With Checklist During Conferences; Writing Samples g. Teacher Observation With Checklist During Conferences; Writing Samples	ELA3C1 – (Conventions) c. Harcourt Language Book g. Harcourt Language Book

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1. Uses common rules of spelling and corrects words using dictionaries and other resources.	<p>Why does following the conventions of Standard English enhance our writing process?</p> <p>1. How can I make sure that frequently used words are spelled correctly?</p>	FREQUENTLY RESOURCES	1. Word Wall Activities During Working With Words	1. Writing Samples	1. CTW (Developing Decoding and Spelling Fluency); High Frequency Wordlist <u>Making Words</u> <u>Making Big Words</u>
<p>ELA3LSV1 – (Listening/Speaking/Viewing)</p> <p>The student uses oral and visual strategies to communicate. The student:</p> <p>a. Adapts oral language to fit the situation by following the rules of conversation with peer and adults.</p> <p>b. Recalls, interprets, and</p>	<p>ELA3LSV1 – (Listening/Speaking/Viewing)</p> <p>a. How do I determine when to use formal and informal language? How should I change the way that I speak based upon the person with whom I am speaking? How can we help our listeners understand what we are saying when we speak?</p> <p>b. How can I be sure that I am</p>	<p>ELA3LSV1 – (Listening/Speaking/Viewing)</p> <p>FORMAL INFORMAL ORAL</p> <p>INTERPRET</p>	<p>ELA3LSV1 – (Listening/Speaking/Viewing)</p> <p>a. Teacher Modeling Sharing during SSR and Writing Block; Use Paragraph Frames as Speech Frames</p> <p>b. Teacher read alouds during</p>	<p>ELA3LSV1 – (Listening/Speaking/Viewing)</p> <p>a. Individual conferences/sharing times during Self-Selected and Writing</p> <p>b. Post reading activities</p>	<p>ELA3LSV1 – (Listening/Speaking/Viewing)</p> <p>a. CTW (Paragraph frames and conducting sharing times)</p> <p>b. RSR</p>

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summarizes information presented orally.	listening carefully and accurately? How can we be sure we are responding appropriately to what we see and hear?	RECALLS SUMMARIZES	Self-Selected Reading: guided notes used for oral presentations instead of students reading (McKenna, pp. 139-140.	during Guided Reading, individual conferences during Guided Reading	
c. Uses oral language for different purposes: to inform, persuade, or entertain.	c. How can you speak in order to accomplish different purposes?	INFORM PERSUADE ENTERTAIN	c. Use Power Writing technique and/or adapt paragraph frames (CTW, pp. 105-109) to plan and deliver each type of speech. Teach one type at a time. Relate to reading selections or science or social studies.	c. Rubric	c. <u>6 + 1 Traits of Writing</u> <u>Harcourt Trophies</u>
d. Listen to and views a variety of media to acquire information.	d. What kinds of media should I use to acquire information? How do the media affect our lives? Why should we care? What is propaganda? How can we tell when we are being manipulated?	PROPAGANDA MEDIA MANIPULATED	d. Teacher read alouds during SSR followed by response journals (CTW, pp.).	d. Teacher Observations and Conferences	d. Teacher provides a variety of tapes/media for the students.

